

Greetings Bridge Prep Community,

In the event of inclement weather or any other emergency, **Bridge Prep will communicate all school closures, the remote instruction plan and other updates using our school-wide messaging system and app.** When a school closure is likely to occur, we will send each student home with a Chromebook and charger. Students must bring their devices back as soon as in-person instruction resumes. Teachers will post all classwork on Google Classroom and will communicate with families via email.

In the event where a circumstance arises where a prolonged school closure is not planned but is required, we will activate our ***Emergency Remote Instruction Plan*** which can be found on pages 35-37 of our [District Safety Plan](#) and is copied below for your convenience. A prolonged closure is defined as a school closure of longer than 2 days.

EMERGENCY REMOTE INSTRUCTION PLAN

CURRICULUM AND INSTRUCTION

Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness and professional development on instructional and classroom management practices for virtual environments: In the event for the need to pivot to virtual instruction that would trigger the need for live, synchronous instruction, Bridge Prep will follow the model that was most effective for us during the pandemic using Zoom. Our standards based curriculum includes significant virtual/digital resources, and teachers are provided resources and digital tools on how to use the curricular resources for both in person and virtual instruction. At the start of the pandemic, Bridge Prep trained instructional staff members, and student support team members in virtual learning strategies based on research and best practices from across the country. Since returning to in person instruction on a permanent basis, the school has worked on securing additional resources and training for staff should the need for virtual learning arise. Our instructional leadership team are regularly refreshed in these strategies and the following resources are made available to school teams at any time.

Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements: The school's standards based curriculum meets fair use and copyright requirements and is consistently reviewed by members of the Academic Leadership Team, with specific support provided to teachers via the Instructional Coaches.

Plan for all subject areas and student subgroups: Teachers will continue to use the school's lesson planning templates for planning instruction for students while virtual, and will receive support if needed, with modifying/tailoring the elements of the plan for the virtual setting. While these lesson plans are the base for instruction, teachers are required to adjust lessons based on their student population and serve the needs of students in their class just as they would when teaching in person. A copy of the school's lesson plan template can be made available upon request.

Plan for at least four cumulative hours of synchronous instruction: All remote lesson plans include a plan for at least four (4) hours of cumulative synchronous instruction.



Tools to facilitate assessments to ensure student engagement and mastery: Teachers have access to various virtual tools (including those that are included with the school's standards based curricula) that track engagement and impact. Similar to when students are in person, teachers will also rely on observation for the assessment of students. Finally, there is an ability to gauge mastery upon return to in-person schooling. If an assessment was already planned for this day- most of our assessments can be administered online if needed.

Synchronous instructional support for students seeking assistance: Students and teachers can use Zoom chat, breakout rooms, and whole group live discussion time to ask for support. In addition, there will be a point person for support during the day for students struggling to enter the Zoom classroom.

Demonstration of comparable levels of rigor between online and offline instruction: During the pandemic, a significant amount of time was spent on planning, revising and modifying the ways that our curriculum could translate into the remote space and focused heavily on ensuring we could offer a rigorous remote experience for our high needs students. To achieve this, we use live/sync instruction, which is critical for our students' success, as well as live checks for understanding and/or appropriate follow-up work.

Our specials subjects are the primary courses that traditionally require an in person mode of instruction. However, for virtual enrichment, students continue to focus on the same content work in PE, Visual Art, Music, SEL and Mindfulness. Classes can still be held via Zoom are adjusted given the limitations of the medium. Given we plan to use remote instruction very rarely, most enrichment classes will focus these their time during virtual days on building and reinforcing content knowledge (e.g. evaluating performance videos, studying techniques, learning scales, studying the history of the discipline, or learning about exceptional artists and athletes), which is more effectively taught via Zoom than the active learning (designing, acting, singing, playing sports) that students usually engage in.

Method for determining all staff and student attendance: We will take attendance on remote learning days for all students. Students will be marked present for the day during their first class of the day. Students will be marked tardy if they arrive after the start of the first class of the day. Attendance will be logged by teachers in PowerSchool.

Plan for the accessibility of student services: During remote instruction, all classrooms will continue to be served by the same 2 teachers who teach the class in person. Under any circumstance where a teacher is unable to teach, the school will work to provide a replacement, specifically if the teacher unable to work is a Special Education teacher. Support for students with disabilities in remote settings is provided through accommodated work based on a student's needs and small group instruction to preview and/or remediate instruction via "breakout rooms" in Zoom. If for some reason students cannot access remote services, including their mandated related services, the school will work with the family to determine an alternative plan.

TECHNOLOGY AND SUPPORTS

Technology standards that support complete access to online learning services and resources utilized during virtual instructional days: The school is prepared to launch a 1:1 Chromebook distribution should we need for virtual instruction. Bridge Prep will also have a limited number of MiFi's for students who may not have internet access at home. At the start of the year, Bridge Prep will identify which students do not have access to the internet in order to prepare for the availability of that number of MiFi's.

Procedures for identifying and resolving inequitable off-campus student and teacher access to online services and resources: Throughout the pandemic, we diligently worked to understand the needs of our school community and who needs support with the internet and other technology. The Operations Team works with



families to ensure they have connectivity and technology access should they need to participate in virtual instructions. Bridge Prep has a limited number of MiFi's for students who may not have internet access at home.

Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days: Staff and students have access to our virtual ticketing system to resolve tech challenges should they arise. Our technology consultant team is able to remote into all Bridge Prep devices and resolve issues as they arise.

Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources: Bridge Prep uses GoGuardian to monitor and manage internet safety. Our Student Support Team follows up on any flags from GoGuardian with both the students and teachers to ensure that we are mitigating any risks to students.

Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources: Each year our staff completes training during school-based professional development in August. Students have daily access to Chromebooks and other virtual learning platforms, websites, and resources that would be utilized during virtual learning.

COMMUNICATION PLAN

Plan for participation in virtual instructional days including communication to staff, students, and parents: Bridge Prep uses SchoolInfo to communicate with families. This allows us to communicate via our school app, as well as, email, text messages, and robocalls with families in the event that we will need to hold instruction remotely. Staff have access to email and phone. In advance of needing to shift to virtual learning, the school has built out resources and done training with staff members so they are prepared in how to shift learning online and what to expect. Families are also familiar with using Google Classroom to access classroom assignments and Zoom links and the schedule for the day.

Defined protocols for instituting and communicating the occurrence of virtual instructional days: In the event that we do need to shift to remote learning, Bridge Prep will send out a message via email and SchoolInfo to alert the community. This will articulate the plan to distribute Chromebooks (in most cases students will take them home with them that day, but in some cases, we may set up a distribution plan at the school site). This will also provide information about which Zoom students will have to join at the start of the day. The school will provide a point of contact for technical support for any students or families who are having trouble accessing instruction during remote school days. In addition, teachers are aware of how to troubleshoot smaller technical issues on Zoom.

Please do not hesitate to contact me with any questions or concerns.

All my best,

Fahron Ebanks
Director of Operations